**Lesson Title:** The National Park System

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 2 blocks of 80 minutes

**Essential Question:** How does place influence a person?

**Specific Learning Goals for this lesson:**

* Students will know:
* There is a history of stewardship in Vermont, in particular Marsh-Billings-Rockefeller National Historic Park (MBRNHP)
* The two principles of MBRNHP are conservation and stewardship.
* Students will understand:
* Every place has certain characteristics.
* Place influences people.
* Students will be able to:
* Give a live presentation to the MBRNHP experts defining the park with the five themes of geography.

**Lesson Overview:**

Students receive an introduction to the National Park System in the United States. After the introduction, the class will focus on MBRNHP and it’s history. The task students have is to create a timeline of MBRNHP.

**Description & Sequence:**

1. Students will listen to and watch the teacher read a brief article on the creation of the National Parks.
   1. The teacher will pass out the article, “National Parks – In the Beginning” to each student. Students will follow along.
   2. As the teacher reads, he/she will also show a PowerPoint that provides visuals with the places and people mentioned in the article.
2. The PowerPoint ends on a picture of MBRNHP, at which point the teacher will ask students what they already know about the park.
3. In pairs, students will create a timeline of the history of the park.
   1. Students may create the timeline in an format: timeline.com, prezi, paper and glue and markers, etc. Be creative!
   2. Timelines must include contextual dates: What else is happening in the world around the important dates?
   3. Must clearly denote the four eras of the park.
   4. Must incorporate visual images.
   5. Resources will be provided by the teacher
4. Students must first gather their events and information they want to include. They will then fill out a graphic organizer to organize their events in the right place before creating the final timeline.
5. Students will have work time in class to complete timeline (the second block of time). It will be due on Day 7.

**Pre-Assessment:**

Students’ prior knowledge of the park will have been assessed in the Global Studies section of this unit within the first couple of days. Students will have already filled out a technological survey as well as a survey asking how many times they have visited the park and what they have done there.

**Formative Assessment(s):**

MBRNHP Timeline will gauge the understanding of the history of the park. This timeline will later be incorporated into the summative assessment.

**Summative Assessment:**

In the students’ summative assessment, students will be using information from the timeline, if not the timeline itself, in their presentation.

How will you **Differentiate Instruction** for various learners?

Some students will have access at home to digital tools for creating timelines and others will not. Students may choose how they complete the task and what the end product will be.

Resources provided by the teacher will be at various reading levels to allow access for all students. In addition, some resources are available online and have audio so students can listen to the article.

Graphic organizers (beyond the required one) will be provided to those who need help organizing.

**Student-centered learning:**

*Collaboration* – Students will be working in pairs to complete the task.

*Choice* – Students will choose the end product.

*Authentic Audience* – Students will be incorporating this timeline into their final presentation for the park experts

*Relevance* – The timeline will show the history of their new (or familiar) place (Woodstock, VT)

**Inquiry-based learning:**

Students are exploring a topic but must decide for themselves what is important and not important. They will be culling information in order to answer, “What is the history of the park?” They will have support from the teacher, however, what they choose to include will be self-directed.

**Materials:**

Powerpoint  
National Geographic article

Net books

Paper  
Markers  
Glue

Scissors

Old magazines (for cutting and pasting images)  
Graphic Organizers

**Resources:**

Timeline.com  
thinkingmaps.com

Wikipedia.org (for searching a single date –e.g. 1954)

Magazines

<http://travel.nationalgeographic.com/travel/national-parks/early-history/>

“Our Forested History - A Legacy of Stewardship” adapted from 2002 WUMS 7th graders visit from the forest on Mt. Tom

Carriage Barn Stewardship Exhibit, July 14, 1999 MBRNHP Final Texts for Timeline

History of Conservation and Stewardship Timeline, adapted by Anne Lessard  
*Forest Stewardship: Marsh, Pinchot and American Today* by David Lowenthal

Timeline Rubric

VPR.net

*In a State of Nature: Readings in Vermont History* by H. Nicholas Muller, III and Samuel B. Hand, 1982, Vermont Historical Society, Montpelier, VT.  
*The Vermonter*

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:10** Students show understanding of past, present and future time by  
- Identifying the beginning, middle, and end of an historical narrative or story

**H&SS7-8:8** Students connect the past with the present by  
-Describing ways that life in the U.S and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred.

**R7: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by…**  
-Organizing information to show understanding (e.g., representing main/central ideas or details within text  through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

**R7: 16 Analyze and interpret informational text, citing evidence as appropriate by…**-Explaining connections about information within a text, across texts, or to related ideas  
-Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

**W7: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

**W7: 8** In reports, students organize information/concepts by…

-Obtaining information from multiple locations or sources when appropriate

21st Century Skills including Technology:

Organize information

May use Prezi, timeline.com, or other online tool

File Attachments:

PowerPoint – National Parks Article

Timeline Rubric

Articles